

BAMBERG-EHRHARDT MIDDLE

P.O. Box 548
Bamberg, SC 29003

GRADES	6-8 Middle School	
ENROLLMENT	416 Students	
PRINCIPAL	Robert Kearse	803-245-3058
SUPERINTENDENT	Phyllis K. Schwarting	803-245-3053
BOARD CHAIR	R. Dale Padgett, M.D.	803-245-2433

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

BELOW AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	1	16	18	1

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

NO

This school met 17 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Below Average	N/A
2002	Average	Below Average	N/A
2003	Average	Unsatisfactory	No
2004	Below Average	Unsatisfactory	No

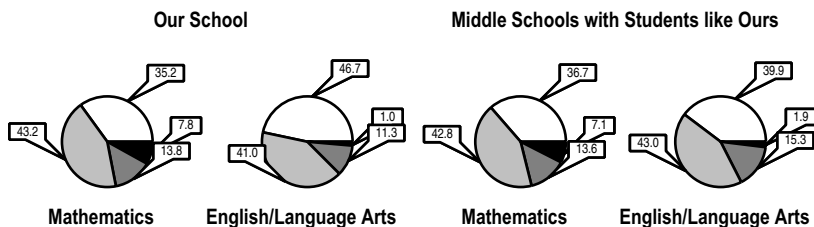
DEFINITIONS OF DISTRICT RATING TERMS

- **Excellent** - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** - District performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

96.1%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 17.6%									
All Students	412	99.5	46.5	41.2	11.4	1.0	18.7	Yes	Yes
Gender									
Male	204	99.0	48.7	39.0	11.3	1.0	19.0		
Female	208	100.0	44.3	43.3	11.4	1.0	18.4		
Racial/Ethnic Group									
White	148	99.3	33.6	46.9	17.5	2.1	26.6	Yes	Yes
African-American	263	99.6	54.0	37.7	7.9	0.4	14.3	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	355	99.4	41.3	44.5	13.0	1.2	21.2		
Disabled	57	100.0	77.2	21.1	1.8	0.0	3.5	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	412	99.5	46.5	41.2	11.4	1.0	18.7		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	412	99.5	46.5	41.2	11.4	1.0	18.7		
Socio-Economic Status									
Subsidized meals	293	99.7	56.9	35.0	8.1	0.0	13.8	No	Yes
Full-pay meals	118	99.2	20.4	56.6	19.5	3.5	31.0		

Mathematics - State Performance Objective = 15.5%									
All Students	412	100.0	35.2	43.2	13.8	7.8	29.6	Yes	Yes
Gender									
Male	204	100.0	37.6	39.6	15.7	7.1	32.5		
Female	208	100.0	32.8	46.8	11.9	8.5	26.9		
Racial/Ethnic Group									
White	148	100.0	22.2	42.4	19.4	16.0	44.4	Yes	Yes
African American	263	100.0	42.7	43.9	10.3	3.2	20.9	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	355	100.0	29.3	46.0	15.8	8.8	33.7		
Disabled	57	100.0	70.2	26.3	1.8	1.8	5.3	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	412	100.0	35.2	43.2	13.8	7.8	29.6		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	412	100.0	35.2	43.2	13.8	7.8	29.6		
Socio-Economic Status									
Subsidized meals	293	100.0	43.3	43.0	9.5	4.2	21.5	Yes	Yes
Full-pay meals	118	100.0	14.9	43.9	24.6	16.7	50.0		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	127	100.0	49.2	41.8	8.2	0.8	9.0
	Grade 7	155	100.0	33.6	51.0	13.4	2.0	15.4
	Grade 8	138	95.7	45.2	38.9	15.1	0.8	15.9
2004	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	124	100.0	59.7	28.2	10.5	1.6	12.1
	Grade 7	140	99.3	42.0	47.8	10.1	N/A	10.1
	Grade 8	148	99.3	41.1	44.5	13.0	1.4	14.4

Mathematics								
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	127	100.0	24.4	48.8	16.3	10.6	26.8
	Grade 7	155	100.0	25.5	43.6	18.8	12.1	30.9
	Grade 8	138	97.1	45.3	32.8	13.3	8.6	21.9
2004	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	124	100.0	36.3	37.9	19.4	6.5	25.8
	Grade 7	140	100.0	28.1	46.8	13.7	11.5	25.2
	Grade 8	148	100.0	42.2	44.9	8.2	4.8	12.9

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 416)				
Students enrolled in high school credit courses (grades 7 & 8)	10.5%	Down from 11.8%	10.3%	14.6%
Retention rate	4.0%	No change	4.1%	3.0%
Attendance rate	96.2%	Up from 95.8%	95.6%	95.9%
Students with disabilities other than speech taking PACT (ELA) off grade level	6.1%		6.6%	5.7%
Students with disabilities other than speech taking PACT (Math) off grade level	6.6%		6.2%	5.3%
Eligible for gifted and talented	7.3%	Down from 7.9%	11.4%	14.3%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	10.8%	Down from 11.4%	14.5%	13.9%
Older than usual for grade	5.8%	Down from 5.9%	6.0%	4.2%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	2.2%	Up from 0.5%	0.8%	0.9%
Annual dropout rate	0.0%	No change	0.0%	0.0%

Teachers (n= 24)				
Teachers with advanced degrees	50.0%	Up from 40.7%	46.4%	48.7%
Continuing contract teachers	100.0%	Up from 92.6%	79.2%	81.7%
Highly qualified teachers**	89.5%	N/A	88.9%	90.4%
Teachers with emergency or provisional certificates	0.0%		5.3%	5.3%
Teachers returning from previous year	87.9%	Down from 88.2%	82.3%	85.1%
Teacher attendance rate	95.0%	Down from 96.3%	94.8%	94.8%
Average teacher salary	\$40,777	Up 7.6%	\$38,863	\$40,566
Prof. development days/teacher	8.6 days	Down from 9.6 days	10.2 days	11.0 days

School				
Principal's years at school	10.0	Up from 9.0	3.5	3.3
Student-teacher ratio in core subjects	24.4 to 1	Up from 22.6 to 1	21.1 to 1	21.3 to 1
Prime instructional time	89.4%	Down from 90.7%	89.5%	89.3%
Dollars spent per pupil*	\$5,265	Up 1.6%	\$5,904	\$5,821
Percent of expenditures for teacher salaries*	64.0%	Down from 66.2%	61.1%	61.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	84.6%	Up from 82.9%	97.6%	95.0%
SACS accreditation	No	No change	Yes	Yes
Character development program	Below Average	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	N/A	92.0%
Highly qualified teachers in high poverty schools**	N/A	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

2003-2004 has been a very exciting year at Bamberg-Ehrhardt Middle School. Teachers at BEMS applied for and received approximately \$300,000 from a federal RIT (Renovation, IDEA, Technology) Grant. The money was spent to upgrade our music and band facility, renovate a resource classroom, air condition the gym and buy equipment for our resource classes.

Congratulations to Mrs. Madge Jacobs on her selection as BEMS Teacher-of-the-Year. We are also very proud of Mrs. Jacobs and her Honors Algebra students for their End-of-Course Test scores (100% of the students scored an A).

We feel that this has been a very good year, but at the same time we recognize that there are many areas that need improvement. We will continue to work hard and hope that 2004-2005 is an even better year.

Robert Kearse, Principal
Larry Long, Chairman of SIC
Bamberg-Ehrhardt Middle School

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	28	140	37
Percent satisfied with learning environment	55.6%	59.0%	83.3%
Percent satisfied with social and physical environment	76.9%	66.2%	70.3%
Percent satisfied with home-school relations	34.6%	75.5%	63.9%

*Only students at the highest middle school grade level at this school and their parents were included.